DOCUMENT RESUME

ED 316 268 JC 900 103

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TITLE Human Resources Development Plan, 1989-90.
INSTITUTION Cypress Coll., Calif.
PUB DATE 89
NOTE 28p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Planning; Community Colleges; *Faculty Development; Financial Support; Inservice Teacher Education; Labor Relations; Needs Assessment; Program Costs; Program Development; Program Proposals; *Staff Development; Teacher Workshops; Two Year Colleges
IDENTIFIERS *California Human Resources Development Plans

ABSTRACT

The human resources development plan presented in this report was developed by Cypress College (CC) to increase or refresh the knowledge and skills of classified staff, faculty, and administrators. The report reviews the colleges staff development plan, activities for 1988-89, and plans for 1989-90. Section I provides an overview of CC's staff development program, including information on the role of the college's Staff Development Steering Committee, program coordination and administration, and staff development needs, goals, and objectives. The three main goals identified in this section are to make staff development a shared effort involving the total staff, to make staff development a staff-driven process, and to offer an eclectic approach in staff development. Section II details the programs and activities developed by the CC Staff Development Steering Committee for the 1988-89 academic year including a building community colloquium, a mandatory flex day, flex activities for adjunct faculty, a needs assessment survey, the development of a form for proposals, a variety of group programs, and funding of workshop and conference participation. The report indicates that CC's staff was most interested in programs to promote professional growth and instructional effectiveness, and to provide retraining. Preferences were expressed for the coverage of conference/workshop expenses, campus inservice programs, innovation grants, and education cost assistance. Section III outlines the program plan for 1989-90, including budget information and information on program evaluation. Appendixes provide a job description for a staff development coordinator, the needs assessment survey instrument, sample requests and applications for staff development proposals, and the staff development evaluation instrument. (JMC)

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CYPRESS COLLEGE
HUMAN RESOURCES DEVELOPMENT PLAN 1989-90

During the 1988-89 school year Cypress College demonstrated its commitment to the staff development effort with a series of activities and programs aimed at developing a spirit of community and collaboration among its employees. Responding to a comprehensive needs assessment conducted in February 1989, Cypress College Staff Development Steering Committee organized a variety of workshops and seminars to increase or refresh knowledge and skills of classified, faculty and administration. Representatives of all segments of the campus were involved in planning and coordinating the various activities which were comprehensive and successful in spite of late AB 1725 funding (March 1989) and the problematic process of committee and program organization and initiation. Commitment to staff development was further demonstrated by individual staff and institutional financing of programs inspired, but not totally funded by AB 1725 funds.

This report reviews the 1988-89 program and presents plans for the current academic year. The report contains:

I. Overview of Staff Development at Cypress College;
II. Activities for 1988-89
III. Comprehensive Plan for 1989-90

I. STAFF DEVELOPMENT AT CYPRESS COLLEGE

STEERING COMMITTEE

The Staff Development Steering Committee is comprised of ten members: three selected by the Academic Senate, three management representatives chosen by the President of the College, three classified chosen by the CSEA, and one adult education member chosen by the Adult Education Division. Each individual serves for three years, with the exception of the first year,

when each group appointed individuals for one, two and three year terms in order to assure continuity. The Staff Development Steering Committee is chaired by the Staff Development Coordinator, a faculty member selected by the Academic Senate and the Vice President of Instruction.

Members act as liaison with their respective constituent groups, as consensus seekers within the Committee and as initiators of program development. Responsibilities and duties include but are not limited to:

1. making suggestions and developing programs based on needs identified by their constituent groups;
2. reviewing major documents of the Staff Development Office;
3. reviewing and approving applications for proposals submitted for funding;
4. attending all relevant Committee and Subcommittee meetings.

The Committee operates in a democratic fashion with all members having an equal say in the determination of decisions and an equal vote when voting occurs. The sub-committee structure is utilized for specific issues. Unless an issue is relevant to only one segment, members of all segments are included in the sub-committees.

COORDINATION AND ADMINISTRATION

The Coordinator's responsibilities and duties were delineated so as to manage and coordinate the committee's activities. (See Appendix A for Job Description). This responsibility is assumed by a faculty member on 40 percent reassigned time. The Associate Dean of Instruction provides administrative assistance for the Staff Development function. Secretarial and clerical assistance are provided by the Office of Instruction.

NEEDS, GOALS, AND OBJECTIVES

Through the Cypress College Staff Development goals the staff of the college is able to respond more effectively to the powerful forces which demand change, enhance its own sense of

professionalism, improve student outcomes, and build a community in which mutual respect is a reality and shared responsibility an actuality. To achieve these goals it was necessary to first identify campus needs and interests, and then develop activities and programs to meet them.

In February 1989 a needs assessment survey was sent to all members of Cypress College staff. (See Appendix B for the Needs Assessment Survey). The survey identified the respondent's employment status and department affiliation and catalogued areas of interest or concern where a need for staff development activities was indicated. Information derived from the needs assessment survey was used to select staff development activities organized by the committee or proposed by individuals for independent programs. Criteria provided by the State Chancellor's Office and California Post-Secondary Commission was applied to all planned activities as well.

II. PROGRAMS FOR 1988-89

Based on the analysis of responses to the survey and its own statement of intention, the Cypress College Staff Development Steering Committee has focused on achieving three major goals:

Goal 1. To make staff development a shared effort involving the total staff.
Goal 2. To make staff development a staff-driven process.
Goal 3. To offer an eclectic approach in staff development.

A number of programs, listed below, were implemented to achieve them, some took place in 1988-89, some were planned to be carried out during the following school year, others were initiated in Spring 1989 and are still continuing in 1989-90.

GOAL 1: TO MAKE STAFF DEVELOPMENT A SHARED EFFORT INVOLVING THE TOTAL STAFF

ACTIVITIES

SPRING 1989 - BUILDING COMMUNITY COLLOQUIUM - April 21-22, 1989
Attendance: 50 (13 Administration - 13 Classified - 24 Faculty).

The Colloquium was the source of many projects and activities, some one time only, others still continuing in the current school year. Some of the activities that resulted from the Colloquium include inviting classified to Mandatory Flex Day activities at the start of the school year, creation of a Committee on Strategic Planning, a series of group workshops on issues of common interest, and a general feeling of cooperation and shared purpose.

FALL 1989 - MANDATORY FLEX DAY
August 18, 1989 for full-time certificated
Attendance: All full-time faculty and some adjunct
Classified and Administrators on a voluntary basis

Flex Day activities were aimed at introducing staff to each other and to their campus facilities. Everyone participated in staff-conducted tours of the campus. Tours were organized to provide the opportunity to discover previously unknown services and programs offered by the college. The tours took place in small groups, purposely selected to provide a mix of classified, faculty and administrators. At the general meeting managers and campus leaders introduced classified personnel and new additions to the staff, and an audio-visual presentation offered a lively look at the campus history. A barbecue and the raffle of a donated television set capped the day. This warm send-off to the new school year created a feeling of shared purpose and commitment to the college.

FALL 1989 - FLEX ACTIVITIES FOR ADJUNCT
Evening of August 17, 1989
Attendance: 112 Adjunct Certificated
Classified and Administrators on a voluntary basis

Flex Activities for Adjunct faculty were divided in two sub-sections of two hours each, scheduled with a one hour overlap. New adjunct faculty started with a one hour session on campus processes and procedures, they were then encouraged to sign up for their keys and parking permits.

A coffee and cookies reception during this period provided the opportunity to meet colleagues and administrators. This was followed by a workshop on Instructional Skills offered to the two groups together by two faculty who had just returned from the full four day seminar. This presentation captured everyone's interest and attention and has received very positive reviews.

GOAL 2: TO MAKE STAFF DEVELOPMENT A STAFF-DRIVEN PROCESS

ACTIVITIES

SPRING 1989 - COMPREHENSIVE STAFF DEVELOPMENT STEERING COMMITTEE.

As a result of AB 1725, Cypress College decided to reorganize the existing Staff Development Committee by establishing the Comprehensive Steering Committee. The new committee, described in part I, is an integrated group that represents all segments of the campus staff and gives equal say on all decisions to each group.

SPRING 1989 - COMPREHENSIVE NEEDS ASSESSMENT SURVEY (February 1989)

Distribution: All Cypress College Staff
Responses: 273 Total
55 Classified,
117 Full Time Certificated,
81 Adjunct Certificated,
20 Administrators.

The Comprehensive Needs Assessment Survey was the basis for the selection of programs and activities for Staff Development for the 1988-89 and 1989-90 school years.

The Survey identified area objectives, types of programs preferred, and areas of interest of programs and workshops.

The top three of five area objectives proposed are:

1. Professional growth programs;
2. Increasing instructional effectiveness;
3. Retraining skills.

The top four of ten types of programs preferred are:

1. Conference/workshop expenses;
2. Campus in-service programs;
3. Innovation grants;
4. Education cost assistance.

The top ten of twenty possible areas of interest are:

1. Articulation with colleges and universities;
2. Articulation with high schools;
3. Return-to-industry and/or industry-to-education to broaden and update knowledge and skills;
4. Building the college community;
5. New employee orientation;
6. Classroom instruction research;
7. Team teaching opportunities;
8. Self-enrichment/personal growth programs;
9. Management/supervisor training programs;
10. Campus orientation.

The top ten of twenty possible subjects for workshops are:

1. Computer technology;
2. Instructional techniques improvement;
3. Student retention;
4. Subject area development;
5. Emergency preparedness;
6. Instructional evaluation;
7. Cultural diversity;
8. Positive service attitude development;
9. Safety programs;
10. Grant writing.

SPRING 1989 - STAFF DEVELOPMENT PROPOSAL FORM

A form was developed for proposals for staff development activities by individuals and/or groups of individuals to satisfy unique interests and/or needs. (See Appendix C for Proposal Form).

GOAL 3 - TO OFFER AN ECLECTIC APPROACH IN STAFF DEVELOPMENT ACTIVITIES 1988-89 & 1989-90

Funds were allocated by committee approval using the list of needs and interests identified by the survey. Thirty-five proposals were submitted for funding, thirteen group projects and twenty-two conference requests. Nine group projects and seventeen conference requests were funded.

The momentum created by the Staff Development Activities was such that when only partial funding could be provided, the individual or the institution covered the rest of the expenses of the activity.

Group programs funded include, in alphabetical order:

Administrative Program on Institutional Effectiveness;
Administrative Retreat on Team-Building;
Art Department Retreat;
Building Community Colloquium;
English Department Retreat;
Institutional Effectiveness in the California Community Colleges;
Master Student Seminar for Counselors;
New Faculty Orientation Program.

Workshops and conferences attended by one or more individuals include:

Association of Pacific Coast Geographers Meeting;
California Administrators Leadership Seminar;
California Staff Development Conference in Costa Mesa;
Disabled Students Programs and Services Conference;
Educational Software for Critical Thinking Workshop in Health Science;
Grant-Writing Techniques for Nurses & Health Care Professionals Workshop;
Great Teachers' Seminar;
Instructional Skills Program;
Legal Survival for Nurses Conference;
Marine Biology research Project;
National Association of Financial Aid Administrators Conference;
National Dental Hygiene Directors Conference;
National League for Nursing Convention;
NISOD National Convention for Teaching Excellence Awards;
Powerful Telephone Skills Workshop;
Registry of Interpreters for the Deaf Convention;
Shapley's lectures in Science/Engineering/Math;
Staff Student Safety Issues/Crisis Situation Procedures;
Success Skills for Administrative & Support People Workshop.

III. 1989-90 PROGRAM PLAN

August 1989 to June 1990:	Continuation of 1988-89 Staff Development Activities.
September 1989:	Reconvene Staff Development Steering Committee
	Establish evaluation forms and procedures for all approved activities.
	Distribute Request for Staff Development Proposals.
October 1989:	Two-thirds of AB 1725 Staff Development funds are to be distributed from the State to the college.
October 13, 1989:	First application period for proposals
October 15, 1989:	Cypress College 1989-90 Human Resources Development Plan submitted to the Chancellor's Office
January 1990:	Flex-Day Activities - 25 Programs of various content, including Cultural Diversity and Teaching for Success.
February 23, 1990:	Second Application period closes.
March 1990:	Remaining one-third of AB 1725 Staff Development funds distributed to the college.
April 20, 1990:	Final application period closes.
June 30, 1990:	All funds must be encumbered.

Due to the late AB 1725 funding of staff development, many proposals were approved in 1988-89, and implemented in 1989-90 with $42,000 of encumbered funds. Some of these programs include: staff orientation, mentor program and new faculty series, department retreats, Instructional Skills Workshops, and administrative program on institutional effectiveness.

Cypress College will receive approximately the same amount of AB 1725 Staff Development Funds as last academic year ($63,000). Some funding will be set aside for activities which the Staff Development Steering Committee considers particularly beneficial and in accord with established goals indicated above. These activities include a staff-wide "Institutional Effectiveness Colloquium", cultural diversity program and speaker, the expense of committee members attendance at staff development workshops, staff orientation activities, a Staff Development Newsletter directed to all staff, and flex-day activity expenditures.

Requests are solicited from staff for project proposals and for conference/workshop attendance. To accommodate proposals that may be generated through the academic year, and to be as equitable as possible, it was decided to provide for the three proposal application periods. The criteria and the forms for such proposals may be found in Appendix C.

BUDGET

The 1989-90 initial staff development budget based on the state allocations was developed in broad general categories based on the District accounting procedures. The following general allocations were made:

Categories	Amount
Faculty Coordinator	$ 9,000.00
Hourly	$ 2,000.00
Supplies	$ 4,000.00
Consultants	$10,000.00
Conference/Workshops/Projects	$30,000.00
Mileage	$ 500.00
Contingency	$ 7,284.00
TOTAL	$63,584.00

EVALUATION

The Steering Committee decided that to obtain a thorough appraisal of staff development programs and activities carried out under its supervision. Evaluation would occur at two points in time: one at the conclusion of the activity and again at a three-month interval. To maintain an on-going needs assessment process, evaluation questionnaires include entries where respondents indicate what additional areas and subjects they would like to have covered by future activities and what they would like to have deleted.

Evaluation forms provide information on the respondent's employment status and department affiliation, with name included on a voluntary basis. Identification of employment status and department affiliation allows a more accurate assessment of participation by the different segments of campus staff. It also permits determination of how well each department and each individual's unique needs have been satisfied by group and individual activities. The evaluation process was initiated in Fall 1989, information is currently being gathered for analysis and further study. (See Appendix D for Evaluation Form).

APPENDIX A

STAFF DEVELOPMENT COORDINATOR

*** Job Description ***

The Staff Development Coordinator in conjunction with the Associate Dean of Instruction, coordinates staff development activities for all three segments of the campus: administration, classified, and faculty. The position is open to a faculty member. Forty percent reassigned time and clerical assistance will be provided by the Office of Instruction. The Staff Development Coordinator works with the Office of Instruction and reports to the Vice President of Instruction for the Staff Development function. This is a one-year position with the open option of reappointment in subsequent years.

Responsibilities

1. Chairs the Staff Development Steering Committee, including setting meeting dates, locations, agendas and editing minutes.

2. Coordinates the preparation of needs assessments and the campus resource plan for the Staff Development program.

3. Responds to oral and written communications (on and off-campus) regarding staff development information.

4. Prepares information for the Staff Development Newsletter.

5. Understands legal regulations regarding Staff Development and AB 1725 compliance.

6. Serves as an Ex-officio member of the Academic Senate and as a resource person for the Senate Executive.

7. Serves on campus and district committees as related to Staff Development.

8. Keeps informed on all Staff Development publications.

9. Coordinates the development of the Staff Development budget.

10. Attends and takes leadership role in local, state and national Staff Development meetings and conferences.

11. Assists in the preparation of written reports and surveys for Staff Development.

Characteristics of a Staff Development Coordinator

1. Commitment to Staff Development
2. Innovative and resourceful
3. Strong leadership skills
4. Written and oral communication skills
5. Ability to work well with all campus segments
6. Ability to handle stress
7. Sense of humor

S. Amador, Instruction; N. Deutsch, Senate - 4/20/89
(This job description is open to review and revision as needed.) Revised 9/8/89

APPENDIX B

Cypress College — Spring 1989

STAFF DEVELOPMENT NEEDS ASSESSMENT SURVEY

Please answer the following numbered questions on the scale indicated in each area. Utilize the attached PAR scantron for the responses but feel free to note additional items on this or on an attached sheet of paper.

DEMOGRAPHICS —

1. Indicate your primary position at Cypress College.
   a. Administration/management
   b. Classified staff
   c. Faculty, full time
   d. Faculty, part–time
2. Indicate your years of service at Cypress College.
   a. Less than 1 year
   b. 1–5 years
   c. 6–10 years
   d. 11–15 years
   e. 16+ years

For the following question, fill in with the appropriate letter.
(When using a scantron, it is not possible to make this one question.)

3. Indicate your primary division or employment affiliation.
   a. Business
   b. Counseling
   c. Fine Arts
   d. Health Science
   e. Language Arts
4. Indicate your primary division or employment affiliation.
   a. Physical/Education
   b. Science/Engineering/Mathematics
   c. Social Sciences
   d. Vocational/Technical Education
5. Indicate your primary division or employment affiliation.
   a. Administration, certificated
   b. Administration, classified
   c. Classified staff — clerical/secretarial
   d. Classified staff — maintenance and operations
   e. Classified staff — technical services

AREAS OF STAFF DEVELOPMENT EMPHASIS —

Utilizing the following scale, indicate what degree of emphasis you believe the noted possible staff development programs should receive.

a — Strong emphasis **b — Moderate emphasis** **c — Little emphasis**
d — No emphasis **e — Not applicable or not sure**

6. Employee assistance programs (programs concerned with alcohol or drug abuse, marital difficulties, personal problems, etc.)
7. Increasing instructional effectiveness (programs concerned with the means of conveying materials better in the classroom situation)
8. Professional growth programs (programs designed to maintain and update skills and/or programs designed to increase subject/job competencies)
9. Personal growth programs (programs concerned with improving non-job related matters such as additional intellectual/social activities)
10. Retraining skills (programs designed to enable one to move into other employment/teaching areas within the College or District)

Other _____ _____

_____

— Continue on Other Side —

STAFF DEVELOPMENT EXPENDITURES —

Utilizing the following scale, indicate what priority you believe should be placed on the expenditure of staff development funds for the noted activities.

a — High priority **b — Moderate priority** **c — Low priority**
d — No priority **e — Not applicable or not sure**

11. Campus in-service programs
12. Conference/workshop expenses
13. Education cost assistance
14. Innovation grants
15. Institutional planning
16. Outside consultants/speakers
17. Recognition awards
18. Professional memberships
19. Purchase of professional publications
20. Reassigned time

Other _____

STAFF DEVELOPMENT PROGRAM AREAS —

Utilizing the following scale, indicate whether you feel programs should be developed in the following areas.

a — Strongly Agree **b — Agree** **c — Disagree**
d — Strongly Disagree **e — Not applicable or not sure**

21. Articulation with colleges and universities
22. Articulation with high schools
23. Building the college community
24. Campus orientation
25. Campus resource manual development
26. Campus staff development resources center
27. Career development
28. Classroom instruction research
29. Employee recognition programs
30. Institutional research
31. Instructor exchanges
32. Internship/apprenticeships
33. Job cross-training
34. Job shadowing programs
35. Management/supervisor training programs
36. New employee orientation
37. Non-flex day staff workshops
38. Return-to-industry and/or industry-to-education to broaden and update knowledge and skills.
39. Self-enrichment/personal growth programs
40. Team teaching opportunities

Other_____

STAFF DEVELOPMENT WORKSHOPS –

Utilizing the same scale as above, indicate whether you believe workshops should be offered in the following areas.

41. Affirmative action
42. Computer technology
43. Conducting job interviews
44. Cross-curricular concerns
45. Emergency preparedness
46. Cultural diversity
47. Employee evaluation
48. Grant writing
49. Instructional evaluation
50. Instructional techniques improvement
51. Interpersonal skills
52. Labor laws
53. Minimal language skills acquisition
54. Personal growth and planning
55. Positive service attitude development
56. Safety programs
57. Student grievances/problems
58. Student retention
59. Subject area development
60. Supervisorial concerns
61. Time management

Other _____

If Cypress instituted a Staff Development program that had sufficient scope and variety to meet your needs and interests, approximately how much time per semester would you give to direct participation in Staff Development activities?

a. 0 hours per semester
b. 1-5 hours per semester
c. 6-15 hours per semester
d. 16-30 hours per semester
e. Depends on program offered

Please feel free to make any comments and suggestions. Attach additional pages as necessary.
Your views, needs and ideas are important in this process.

APPENDIX C

REQUEST FOR STAFF DEVELOPMENT PROPOSALS

AB 1725 has again provided funding for Staff Development programs for the Faculty, Classified, and Administrative Staff at the community colleges. The Cypress College Staff Development Steering Committee has budgeted a portion of this year's allocation to be used for individual projects and conference/workshop attendance. Funding of all requests will obviously not be possible but Staff Development activities are taking place at an unprecedented rate at Cypress and we encourage you to submit a proposal.

DEADLINES

To accommodate needs and requests which emerge through the academic year it has been decided to distribute existing 1989-90 funding over three application periods.

First Application Period Closes	**.. Friday, October 13, 1989**
Second Application Period Closes	**.. Friday, February 23, 1990**
Final Application Period Closes	**.. Friday, April 20, 1990**

Funds may be used for activities retroactive to August 17, 1989, and all funds must be encumbered by June 30, 1990.

Proposals will be considered by the Staff Development Steering Committee and recipients notified as soon as possible after each application deadline.

PROCEDURES

Submit your Conference and Workshop Application (yellow) or Project Proposal (pink) to Bill Parmenter, Staff Development Coordinator, Office of Instruction by the deadlines listed above.

Criteria considered in the selection of proposals to be funded are discussed on the attached page. Please contact the Staff Development Office (extension #332) or any member of the Committee if you have questions.

STAFF DEVELOPMENT STEERING COMMITTEE MEMBERS

Bill Parmenter (Chair), Sherrill Amador, Deann Burch, Barbara Bussey, Katherine Fay, Pat Ganer, Arnette Guyer, Rosalie Janish, Paul Little, Susan Meyer, Carmelita Thomas (Staff Assignment, non-voting).

9/89

STAFF DEVELOPMENT PROPOSALS

CRITERIA

The State Chancellor's Office and the California Post-Secondary Education Commission have proposed specific criteria to be considered in the selection of proposals. Because funding will be guaranteed only if the proposals meet those specific criteria, the Committee will utilize these guidelines in approving requests for funding. (Please note that it is not necessary that a given proposal meet all six of the criteria.)

1. The activity enhances the transfer and vocational programs which are the primary mission of the community colleges.
2. The activity improves classroom instruction (i.e., course content and/or teaching methodology).
3. The activity enhances service delivery.
4. The activity addresses the needs of a changing student population, especially underrepresented and underprepared students.
5. The activity enhances administrative, classified and faculty affirmative action.
6. The activity integrates staff development planning with overall institutional research and planning.

NEEDS ASSESSMENT

Program area goals identified by the Needs Assessment Survey of Spring 1989 sent to all staff last February will also be considered by the Steering Committee in the selection of proposals.

Area goals identified by the survey include: articulation with colleges/universities and high schools, building the college community, campus orientation, classroom instruction research, new employee orientation, return-to-industry and/or industry-to-education exchanges, self enrichment/personal growth programs, and team teaching opportunities. Workshops were strongly desired in emergency preparedness, cultural diversity, grant writing, instructional evaluation, instructional skills improvements, interpersonal skills, positive service attitude development, safety programs, student grievance/problems, student retention, and subject area development.

Requests will also be judged on how the activity aids the professional development of the staff member and relates to the individual's college assignment.

NOTE

Staff members are reminded that they still need to receive appropriate Division/College/Board approval for conference attendance. The granting of staff development funds is not a conference authorization.

Funding will be for reimbursement of approved receipted expenses upon return. Expenses cannot exceed limits established by the Board of Trustees. 9/89

CYPRESS COLLEGE
STAFF DEVELOPMENT FUNDS
CONFERENCE AND WORKSHOP APPLICATION

Name_____ Date_____

Position and Division/Area of Employment_____

Name of Conference/Workshop_____

Please attach a copy of your request for Board approval to this form, together with any conference brochures and/or other supporting information. **Please submit 10 copies of this application and all accompanying materials.**

Provide a statement identifying which State Chancellor's Office criteria this conference/workshop meets in terms of professional growth and your college assignment (specify criterion #):

Provide a statement indicating how you plan to disseminate the information received at this conference/workshop to others on campus:

Are you scheduled to present a paper, serve on a panel, or actively participate in some other way (e.g., as an officer)?

No____ Yes____ (If yes, please clarify)_____

_____

Have you received staff development funds previously this year?

No____ Yes____

Statement of requested expenses: TOTAL $_____

Registration $_____ Lodging $_____

Transportation $_____ Meals $_____

Would you still plan on attending if only partial funding is available from Staff Development?

No____ Yes____ 9/89

CYPRESS COLLEGE
STAFF DEVELOPMENT FUNDS
PROJECT PROPOSAL

Name_____ Date_____

Position and Division/Area of Employment_____

Title of Proposal_____

(Please use additional sheets of paper to complete the requested information.)

PROJECT OBJECTIVE:

1. Indicate the objective of your project in terms of the Staff Development funding criteria.
2. Explain how the project is related to the functions of the College, Division or area of employment.

PROJECT CONTENT:

1. Describe the content of the project in terms of what will be accomplished.
2. Explain the mechanism for implementing the project. Include a timeline for implementation and completion of the project.
3. Estimate how many members of the staff and/or students will benefit from active participation in the project.
4. Explain how and to whom the information garnered from this project will disseminated.
5. Indicate the methods and criteria by which you will evaluate the outcomes of the project.

FUNDING:

Prepare a detailed budget for the project. Include all of the following relevant categories:

Supplies	$_____
Equipment	$_____
Consultant Fees	$_____
Overload/overtime	$_____
Travel	$_____
Hourly employees	$_____
Evaluation costs	$_____
TOTAL	$_____

Reviewed by immediate supervisor:

_____	_____	_____
Signature	Staff Development Funds	Date

After completing the above requested information, please submit 10 copies of this proposal for approval.

9/89

bpar:sdprpsl.frm

PROPOSAL FOR INDEPENDENT ACTIVITY ON FLEX DAYS

Date of Activity _____
Total Hours _____

_____
Instructor's Name

1. I propose to employ the flex days to accomplish:

   _____ Independent study
   _____ Research
   _____ Developing new teaching materials
   _____ Other (Specify) _____

2. List your objectives in pursuing this activity. _____

3. Describe this activity. _____

4. I will verify my accomplishment by:

   _____ Written report
   _____ Presentation to division meeting or other group
   _____ Other (Specify) _____

_____
Signature

_____
Date

****

_____ Approved
_____ Disapproved

_____
Division Dean

_____
Date

White to Division Dean Yellow to Instructor Pink to Staff Development
Form 852
Rev. 7/89

APPENDIX D

CYPRESS COLLEGE
STAFF DEVELOPMENT EVALUATION

Instructions: Please respond to the items on this form on the basis of your reaction to the activity you attended. Your honest opinions about various aspects of the program are desired for future planning. Your answers will be confidential.

please circle position below

Name_____ 1. Classified 2. Certificated 3. Mgmt.

Activity Title_____

Presenter/Coordinator_____

Date of Activity_____ Location_____

List four (4) words (qualifiers) that express your immediate reaction to this activity:

1._____ 3._____

2._____ 4._____

Please use the following scale to rate the various aspects of the program/workshop you attended:

1 = Strongly disagree
2 = Disagree
3 = Agree
4 = Strongly agree
5 = Does not apply - no opinion

Program/Workshop Structure: (write number that applies)

1. The objectives for this program/workshop were clear. ___
2. Stated objectives were met. ___
3. An outline/agenda was provided to participants. ___
4. The program/agenda outline was followed. ___
5. Progression of content was logical and coherent. ___
6. Timing - length of program/workshop was appropriate. ___
7. Topic and examples were challenging/relevant. ___

Presenter/Coordinator:

8. During the program the presenter checked participants' understanding and/or involvement. ___
9. The presentation pace was just right, neither too slow nor too fast. ___
10. The presentation was effective. ___
11. The method of presentation was appropriate. ___
12. The presenter was knowledgeable of the subject matter. ___
13. The presentation was interesting. ___
14. Content was effectively synthesized, integrated, and summarized. ___
15. The presenter demonstrated professional attitudes and behavior. ___

Participant's Reactions:

16. The program helped me develop a clearer sense of my professional responsibility. ___
17. The program content was useful to me personally or in my work. ___
18. Materials used were relevant and interesting. ___
19. Handouts were sufficient and valuable. ___
20. Transparencies were clear and easy to read. ___
21. Handouts will be useful in my teaching or work activities. ___
22. The reading list handed out at the program was extensive and useful for in-depth study.
23. I was stimulated to pursue this topic further. ___
24. Facilities were comfortable and food acceptable. ___
25. Scheduling was practical. ___

Overall Comments:

The following items refer to the ***total program or workshop***. Answer them as thoughtfully as you can. Your views are important for planning future programs.

A. **Length**
The program/workshop was: too short____ about right____ too long____

How many days should a similar program/workshop take?_____

B. **Topics to Drop**
List the topics covered that you feel should be, or could be dropped without hurting the overall quality of the program.

(circle one)
Topic:_____ Should / could be dropped

Topic:_____ Should / could be dropped

Topic:_____ Should / could be dropped

C. **Topics to Add**
What topics, if any, should be added?

_____

_____

_____

_____

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